Student Engagement & Wellbeing Policy
Endorsed by School Council
2014

This document has been produced in consultation with the school community (School Council, Student Leadership, Parents and Staff)
To be read in conjunction with Student Engagement and Inclusion Guidelines (DEECD).

SUZANNE CORY
High School
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1. School Profile

Suzanne Cory High School, established in 2011 is one of the four selective entry state high schools in Victoria with a current enrolment of 800 in Years 9 - 12. Suzanne Cory High School caters for highly able female and male students from Years 9-12 and is located in the outer western suburb of Werribee.

Suzanne Cory High School is a school where students;
• Thrive in a safe, stimulating and harmonious environment
• Are excited by their learning
• Enjoy positive and productive relationships with peers and teachers
• Are supported by involved parents and caregivers

Suzanne Cory High School offers students a learning environment that recognises and cares for each individual. The school uses the teaching and implementation of our core values to underpin the ongoing development of structures, processes and policies. The core values are:

- RESPECT - always and everywhere
- ASPIRATION - strive for excellence
- CONTRIBUTION - school, local and global community

The school has implemented the School Wide Positive Behaviours Support for ENGAGEMENT and LEARNING framework (SWPBSEL). This evidence-based framework establishes a social and cultural climate in the school that builds an effective learning environment for all of our students. The framework provides strategies that aim to model and teach behavioural expectations that are consistent throughout the school so that teachers and students are able to focus their attention on positive outcomes in behaviour and in their learning. A system of rewarding student behaviour has been developed using core value cards.

In addition, the school community upholds an understanding that mutual respect, cooperation and fair treatment helps to build relationships and promote positive wellbeing of all members of the school community. A culture of acceptance and affirmation ensures that all members of the diverse school community feel respected and valued for their contributions.

The school community strongly believes that student learning is inextricably intertwined with student engagement and well-being. The teaching and learning model of the school has four key components:
• Effective teaching for gifted and highly able students
• Thorough documentation of curriculum units, lessons, assessment and student progress
• Powerful use of ICT for learning
• Positive, productive and innovative learning environment

The student population is an extremely diverse population in regards to cultural, socioeconomic and linguistic backgrounds. The students and their parents have high aspirations for their achievements in secondary school and their possible post-secondary study and career pathways.

The Student Attitude to School Surveys have consistently shown students at Suzanne Cory High School have a very positive attitude to school relative to other Victorian schools. In reference to teaching and learning, students reported a high level of engagement with their schooling, motivation about their learning and connectedness to their peers. Two categories were notably high across the two year levels: both how students felt about classroom behaviour and student motivation.

Integral to the wellbeing support of students at Suzanne Cory High School is the structural inclusion of a rigorous Tutorial Program into the timetable. The Tutorial Program is taught by the Home Group teacher of each student and is the means by which careful monitoring of student progress occurs as
well as the teaching of skills that support and enhance learning for highly able students. The Tutorial Program is also the key mechanism that provides for the teaching of the school’s core values of **RESPECT**, **ASPIRATION** and **CONTRIBUTION** and the associated behaviours that reflect these values.

Each year level has a Student Well-Being leader whose duties encompass the following:

1. To manage the transition of students into the year level
2. To identify and provide support for the wellbeing needs of students
3. To liaise with staff, parents and Student Support Services Officers as necessary in support of individual and group student wellbeing matters
4. To collect and analyse student wellbeing data and report on student wellbeing matters
5. To support staff in the implementation of strategies which address student wellbeing needs

Home group teachers within each House meet with the students each day in Home group and deliver the Tutorial program to their group. The core values are taught explicitly using the teaching matrix of expected behaviours. Through these interactions home group teachers can monitor students well-being and social and academic progress. The student well-being leader works with the homegroup teachers and classroom teachers to ensure that all students and particularly those at risk are identified and appropriate strategies are put in place.

SCHS has developed a house structure that promotes within students a strong sense of connection and provides for greater communication between students, teachers and families. The house names reference local landmarks: Cottrell, Kororoit, Rothwell and Blackwood. Students entering the school will be allocated to a House as part of the transition into the school. The House system will provide opportunities for students to develop an identity within a smaller cohort; participate in activities such as sports, chorals and other House events as well as reinforce bonds and positive working relationships between staff, students and families. Students will be provided with opportunities to participate in activities in order to accrue points for their House and individually to obtain Service Colours.
2. Whole School Prevention

2.1 Student Engagement Statement

As a school community, Suzanne Cory High School has identified three core values that underpin the relationships, practices and policies it develops, implements and nurtures. These are RESPECT, ASPIRATION and CONTRIBUTION. From these values, a teaching matrix (Appendix 2) of expected behaviours in different contexts has been developed with students and staff input. The School is committed to ensuring all students are able to learn in a safe, supportive, well-resourced and comfortable learning environment that is conducive to the pursuit of excellence. Students at Suzanne Cory High School will be supported to develop positive, respectful and productive relationships with other students and teachers.

At this school there are high expectations regarding student attendance at school and these are regularly communicated to students, parents and caregivers. Consistent and rigorous procedures monitor student attendance and ensure that follow-up occurs in a timely manner after an absence from school.

Suzanne Cory High School recognises the strong relationship between learning and student wellbeing. Our priority is to build and promote an effective learning and engaging environment. Suzanne Cory High School has whole school structures, programs and processes that are aimed at prevention and early intervention, to support student engagement and positive student behaviour. Implementation of the School Wide-Positive Behaviours for Engagement & Learning (SWPB) is designed to build a positive culture of engagement based on positive behaviours and outcomes for all in the school community. The implementation of SWPB is supported with on-going professional learning for staff. Catering for students’ emotional needs is also a strong focus of professional learning.

Suzanne Cory High School promotes leadership skills in all of our students, supporting those in formal leadership positions and encouraging others to aspire to such positions. At all times students are expected to be role models in their daily interactions within the school and out in the community. The students will participate in school decision-making through the Student Representative Council and representation on the School Council. The student body as a whole is called on to give feedback on their learning and the classroom strategies being used.

Parent participation is crucial in ensuring students enjoy success in their studies and the school is committed to further developing the three way partnership between school, parents and students.
### 2.2 Student Engagement Structures

#### Engaging and Orderly Environment / Effective instructional Practice

<table>
<thead>
<tr>
<th>Positive Behaviours Pyramid</th>
<th>Structures</th>
<th>Programs</th>
<th>Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary Prevention:</strong></td>
<td>Suzanne Cory High School Teaching and Learning Model, focusing on Learning Intentions, vocabulary building and lesson structure conducive to structured learning</td>
<td>Consistent acknowledgement of students through a 6 to 1 positive to corrective interactions</td>
<td>Classroom routines are established by the teacher and students that are consistent with SWPB framework and the school matrix of expected behaviours.</td>
</tr>
<tr>
<td></td>
<td>Curriculum that is engaging and relevant and targeted at highly able learners and incorporates an elective program at Year 10</td>
<td>Professional learning program provided to all staff includes the implementation of the SWPSEL framework</td>
<td>SWPB PLT meets fortnightly to analyse behaviour reports and pastoral notes to identify needs and devise solutions to problems.</td>
</tr>
<tr>
<td></td>
<td>Professional learning teams working together to develop curriculum and pedagogies that engage highly able learners</td>
<td>The House program supports students in their leadership aspirations, their connectedness to the school and to their peers and in reinforcing the school’s core values</td>
<td>Homegroup / Tutorial teacher closely monitors attendance and progress of the students in their homegroup</td>
</tr>
<tr>
<td></td>
<td>Professional learning time built into the regular two week cycle</td>
<td>Tutorial program for the explicit teaching of the behavioural expectations as outlined in the matrix and positive social behaviour and promotion of resilience</td>
<td>Student Well-Being Leaders manage and administer the year level and liaises with PLT leaders, Homegroup and classroom teachers in the area of student wellbeing and academic progress.</td>
</tr>
<tr>
<td></td>
<td>The operation of and support for the School Wide-Positive Behaviours for Engagement and Learning Professional Learning Team</td>
<td>Transition and Orientation program for Year 9 students</td>
<td>Parent Communication through interim and semester reports, fortnightly newsletter and twice yearly parent teacher student interviews.</td>
</tr>
<tr>
<td></td>
<td>Students are grouped into Home groups and are allocated to Houses</td>
<td>Transition and orientation for VCE students</td>
<td>Careers counsellor meets with all students through Years 9, 10, 11 and 12 to assist with subject selections for VCE and VTAC course entries</td>
</tr>
<tr>
<td></td>
<td>Time allowance provided to staff undertaking associated duties that support engagement</td>
<td>Leadership and participation opportunities for students in many co-curricular activities</td>
<td></td>
</tr>
</tbody>
</table>
### Secondary Prevention

- **Behavioural reports** are recorded for students who do not meet behavioural expectations.
- Behavioural reports are analysed for patterns and trends and problem-solving occurs.
- Academic support programs and Social skills groups are provided.
- SWPB PLT meets fortnightly to analyse behaviour reports and pastoral notes to identify needs and devise solutions to problems.
- Follow-up occurs after student absence from school.

### Tertiary Prevention

- Individual students with specific and significant issues are identified through behaviour report analysis and pastoral care notes.
- In consultation with SSSO, Assistant Principal, and Student Well-Being Leaders, issues are identified as social, emotional, mental health and mental illness.
- Referrals are made to Royal Children’s Hospital, Department of Human Services, General Practitioners (for mental health plans), Headspace, Orygen, On-Psych, or private counselling.
- Students who are identified as being in the top tier are monitored at the school through:
  - highly individualized academic planning
  - school-family-community mental health supports
  - check-in check-out
  - academic support
  - mentoring and a social skills group
  - SSSO key liaison person regular meetings

### Additional Supports

- More targeted social skills instruction
- Increased adult monitoring and positive attention
- Specific and regular daily feedback on their behavioural progress
- Additional academic supports, if necessary.
2.3 Support Network for Students

- Student
- Principal
- Assistant Principals
- Counsellor
- Peers
- Home group & Tutorial teacher
- House programs
- Student Well-Being Leaders
- Classroom Teachers
- Parent/Carer
- Careers Counsellor
- SSSO - Wyndham Network
- Community Agencies & Partnerships
- ES Staff
- Student Leaders
3. Rights & Responsibilities

3.1 Rights & Responsibilities Statement

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity. The school’s core values of RESPECT, ASPIRATION and CONTRIBUTION are seen as key to the engagement and wellbeing of students and staff. Targeted and school wide focus is placed on establishing positive and respectful relationships between teachers, parents and students based on the development of a matrix of expected behaviours (see Appendix 2) that has input from all members of the school.

In all its interactions the school follows:

- the provisions of the Sex discrimination Act 1984, that prohibits discrimination against people in the grounds of sex, marital status, pregnancy, or potential pregnancy
- the provisions of the Equal Opportunity Act 1995, which aims to promote community recognition and acceptance of the equality of men and women, and the equality of all races, regardless of their religious or political convictions, their impairments, their sexual orientation or their age;
- the provisions of the Victorian Charter of Human Rights and Responsibilities (2006) by recognising that all people are born free and equal in dignity and rights;
- the provisions of the Disability Standards for Education Act 2005 where a member of the school community with a disability is able to participate in the curriculum and use the facilities and services provided by the School.
- the provisions of the Racial and Religious Tolerance Act 2001, which makes it unlawful for individuals to vilify other persons on the grounds of religion or race

3.2 Bullying & Harassment

Suzanne Cory High School is proactive in its approach to bullying and harassment using the Tutorial program to build student resilience and to teach students about the expected behaviours at the school, how to respond to bullying as a bystander and what to do in cases of bullying.

The school’s approach to bullying behaviours is to emphasise the behaviours and its triggers rather labelling students. Successful prevention of bullying behaviour is linked to teaching both adults and students: (a) what bullying looks like; (b) what to do before and when bullying behavior is observed; (c) how to teach others what to do and; (d) how to establish a positive and preventive environment that reduces the effectiveness of bullying behavior.

In responding to a bullying incident, a multi-tiered approach to bullying behaviours is taken:

Tier 1- all students and staff are taught directly how to behave in a safe, respectful and responsible way in all school settings. The emphasis is on teaching and encouraging positive social skills and character traits.
Tier 2 - students whose behaviours do not respond to Tier I supports are provided additional educative and preventative strategies that involve:

- more targeted social skills instruction
- increased adult monitoring and positive attention
- specific and regular daily feedback on their behavioural progress
- additional academic supports, if necessary.

Tier 3 - students whose behaviours do not respond to Tier I and 2 supports are provided with intensive educative and preventative work that involves:

- highly individualized academic and/or behaviour intervention planning
- more comprehensive, person-centred and function-based processes
- school-family-community mental health supports.

This policy applies to bullying and harassment of students by other students and will be implemented according to Student Engagement and Inclusion Guidelines (DEECD).

Complete definitions of bullying and cyber-bullying are found in Appendix 4.
4. Shared Expectations

All members of the school community are expected to live out the values of RESPECT, ASPIRATION and CONTRIBUTION, as outlined in the School Profile.

4.1 Expectations and Responsibilities of the staff at SCHS
The principal class provide the vision and direction for the school and take a major role in the development of the School Strategic Plan and the delivery of the Annual Implementation Plan. Positive and respectful relationships will be built and promoted with students, parents and other staff. The highest quality teaching and administrative staff will be employed. All teaching staff are expected to use the SCHS Teaching & Learning Model to provide engaging and challenging learning experiences for students in a learning environment that is safe and supportive for each individual learner and encourages the best educational outcomes for all students. Effective feedback will be provided to students in an effective and timely manner. The staff will work collaboratively and professionally to develop curriculum, to implement school policies and procedures and to fulfil their part of the school Strategic Plan.

4.2 Expectations and Responsibilities of students
The teaching matrix (Appendix 2) lists the contexts and expected behaviours for students at SCHS. Students are at all times expected to uphold the school’s values of Respect, Aspiration and Contribution. Students should expect to be involved in the decision making processes of the school and to take all opportunities to be actively involved in the learning and co-curricular activities at the school.

4.3 Expectations and Responsibilities of parents
Parents should expect that teachers show interest in and concern for the education and welfare of all students and to be consulted and informed of progress and other issues involving their child. Parents will also be provided with the opportunity for involvement in the School-based decision-making processes. The school expects that parents will encourage their sons and / or daughters to attend school regularly and punctually. Also expected from parents is encouragement of the awareness in their child of the importance of having a reasonable balance between school work, family responsibilities and other activities.
5. School Actions & Consequences

Suzanne Cory High School aims for students to develop an understanding of appropriate behaviours that enable them to build positive and productive relationships with other students and teachers and the wider community. The teaching of expected positive behaviours that encompass the School’s core values of RESPECT, ASPIRATION and CONTRIBUTION is designed to emphasise positive relationships. The teaching of these behaviours is formalised in the Tutorial Program and modelled by staff in everyday interactions.

The School will respond to inappropriate behaviours through staged responses developed by whole school consultation with emphasis on prevention, early intervention and the teaching, modelling and reteaching of positive behaviours.

Student engagement, regular attendance and positive behaviours will be supported in a variety of classroom and school wide practices, including:

- establishing predictable routines within fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole-school expectations (the matrix)
- ensuring students are familiar with the expected behaviours following from the school’s core values
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students through a 6 to 1 positive to corrective interactions
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning
- involving and supporting the parents/carers,
- convening student support group meetings
- providing broader educational programs where appropriate for individual needs
- Involving community support agencies.

5.1 A Positive School Atmosphere will be fostered by:

- Encouraging and providing support and programs to enable students to work to their full potential
- Recognising and rewarding effort and achievement in both curriculum areas and co-curricular activities
- Recognising and acknowledging appropriate behaviour through the core values card system
- Providing parents and students with written and verbal reports that are meaningful and which express actual achievement of students
- Teachers modelling appropriate attitudes and behaviours
- Promoting a sense of responsibility for one’s own behaviour and an understanding of its impact on others.

5.2 Preferred Classroom Management Practices:

In the classroom, teachers will implement practices and expectations that support an orderly learning environment. These include routines, fairness, consistency, student engagement with the curriculum and explicit teaching of learning outcomes.

The school’s agreed approach to classroom management entails regular modelling and teaching of the expectations and routines, the implementation of engaging teaching and learning practices and effective management of the social climate of the classroom environment. At Suzanne Cory High
School there is maximum structure and predictability of the routines and environment with a small number of positively stated expectations. The expectations are posted, taught, reviewed, prompted and supervised. Appropriate behaviours are acknowledged and rewarded. Teachers also respond to inappropriate behaviours using a continuum of strategies.

### 5.3 Consequences for Inappropriate Behaviours

When implementing consequences of inappropriate behaviour, the School will be guided by the SWPBSEL framework. Inappropriate behaviour have been divided into major and minor infringements and a continuum of strategies have been devised by the school to address these.

Some possible responses by staff, including the Home group teacher, Student Well-Being Leaders, Assistant Principals and Principal, to inappropriate behaviour are listed below. The following responses are not necessarily sequential. The level of the staged response will be determined by the nature (major / minor) of the inappropriate behaviour.

<table>
<thead>
<tr>
<th>Minor inappropriate behaviours</th>
<th>Major inappropriate behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conversation with student to identify problem/s</td>
<td>Detention (after school)</td>
</tr>
<tr>
<td>Change seating plan</td>
<td>Parent contact by phone</td>
</tr>
<tr>
<td>Written reflection on their actions including reference to the behavioural expectation</td>
<td>Parent contact / interview</td>
</tr>
<tr>
<td>Interim checks of progress in assessment tasks</td>
<td>Individualised instruction (targeted social skills or academic assistance)</td>
</tr>
<tr>
<td>Check student planner</td>
<td>Loss of privileges</td>
</tr>
<tr>
<td>Note to parents in student planner</td>
<td>Daily progress report (check-in/check-out)</td>
</tr>
<tr>
<td>Remind, restate expectations in class</td>
<td>Internal suspension</td>
</tr>
<tr>
<td>Alerted homeroom teacher</td>
<td>Out of school suspension</td>
</tr>
<tr>
<td>Alerted Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Loss of privilege</td>
<td></td>
</tr>
<tr>
<td>Academic detention</td>
<td></td>
</tr>
<tr>
<td>Detention (recess /lunch)</td>
<td></td>
</tr>
</tbody>
</table>

### 5.4 Discipline Procedures – Suspension & Expulsion

If suspension of a student is considered an appropriate response to a situation or as an option following a series of strategies to support appropriate behaviour, a discussion with a member of the Principal Class is required and the associated DEECD guidelines and procedures followed. Refer to *Student Engagement and Inclusion Guidelines (DEECD)*.

Prior to suspension there needs to have been a number of intervention strategies implemented, including full documentation of incidents. The parents are informed and invited to meet with the Principal class. A Formal Warning Sheet is a useful strategy to use for inappropriate behaviour before Suspension occurs.
Appendix 1 – School Wide Positive Behaviours for Engagement and Learning

Suzanne Cory High School has used the School Wide Positive Behaviours for Engagement and Learning (SWPB-EL) framework as the vehicle for identifying our agreed core values of

RESPECT
Always and Everywhere

ASPIRATION
Strive for Excellence

CONTRIBUTION
School, Local & Global Community

These values guide the behavioural expectations of all members of the school, including staff, students and the wider school community. They guide the development of protocols and working structures that support the teaching, learning and implementation of these behavioural expectations.

What is SWPB-EL?
It is a school improvement framework for ensuring that the learning environment of our school is focused on creating and maintaining a culture based on positive regard and engagement to maximise learning opportunities for all students.

An understanding of what the values of RESPECT, ASPIRATION and CONTRIBUTION look like in various contexts and locations in and around the school has led to the development of the Suzanne Cory High School MATRIX of School-Wide Behaviours and Expectations (see table in Orientation pack).

The Matrix provides clear and explicit behavioural expectations for all members of the school community. All students and staff have had opportunity to input their views in the development of the Matrix and in determining the expected behaviours for all members of the school community. For students, this opportunity has been provided through the Tutorial program. In addition, the Student Leadership group of House Captains and School Captains have worked together to frame student responses of expected behaviours into distinct situations and examples as seen in the Matrix.

Outcomes
The outcomes associated with the implementation of SWPB-EL and the use of the Matrix to guide behavioural expectations include the development of teaching and learning environments that

- Are more engaging, responsive and productive
- Promote positive classroom management
- Improve supports for students whose behaviours require more specialized assistance
- Have problematic behaviour minimised or prevented
- Maximize academic engagement and achievement for all students.

Expectation
That all members of the Suzanne Cory High School community uphold the expected behaviours in the
Matrix in all interactions with each other and with the wider community.

<table>
<thead>
<tr>
<th>Core Values</th>
<th>In Classrooms I will...</th>
<th>In the School Grounds I will...</th>
<th>Out in the Community I will...</th>
<th>In the Virtual Community I will...</th>
</tr>
</thead>
</table>
| RESPECT     | - Respect diversity and treat all others as equals  
|             | - Respect the learning and opinions of others and those in authority  
|             | - Respect all property, equipment and belongings of other students, the school and my own  
|             | - Always get to class on time  
|             | - Ensure that I am correctly prepared for my classes  
|             | - Respect all property, grounds and facilities  
|             | - Use or stay only within areas that are allowed and safe  
|             | - Appreciate the school  
|             | - Show respect to students and staff working conditions  
|             | - Move safely around the indoor and outdoor areas  
|             | - Be considerate on public transport and courteous to all  
|             | - Respect those that are less privileged  
|             | - Ensure that I wear the school uniform as expected  
|             | - Represent the school with pride and professionalism in all I do  
|             | - Behave in a safe and orderly manner looking after myself and others especially in regards to road safety  
|             | - Be a safe, responsible and ethical online citizen  
|             | - Be respectful of my online communications and the privacy of others  
|             | - Be respectful of the school’s network and use the digital technologies provided with care and respect  
|             | - Dispose of litter appropriately  
|             | - Keep locker areas, The Agora and other areas of the school neat and tidy  
|             | - Demonstrate and uphold the school’s values  
|             | - Support the needs of others  
|             | - Be a good role model within the community  
|             | - Take ownership of my actions  
|             | - Use the internet as a resource to support my learning  
|             | - Make positive contributions to class discussions  
|             | - Encourage and support other students and teachers in their learning  
|             | - Contribute to school activities  
|             | - Socialise and be friendly to all  
|             | - Take up leadership roles and positions  
|             | - Contribute to the maintenance of the school grounds, furniture and equipment  
|             | - Volunteer and give my time to the community  
|             | - Support community events  
|             | - Contribute to charities  
|             | - Contribute to those in need  
|             | - Contribute to the world wide web in a positive and ethical manner  
|             | - Report inappropriate, disrespectful or hurtful use of digital technologies  
| ASPIRATION   | - Always persevere  
|             | - Strive for excellence  
|             | - Always try to do my best  
|             | - Set achievable goals and aim to succeed  
|             | - Dispose of litter appropriately  
|             | - Keep locker areas, The Agora and other areas of the school neat and tidy  
|             | - Contribute to the world wide web in a positive and ethical manner  
|             | - Contribute to the world wide web in a positive and ethical manner  
| CONTRIBUTION | - Make positive contributions to class discussions  
|             | - Encourage and support other students and teachers in their learning  
|             | - Contribute to school activities  
|             | - Socialise and be friendly to all  
|             | - Take up leadership roles and positions  
|             | - Contribute to the maintenance of the school grounds, furniture and equipment  
|             | - Volunteer and give my time to the community  
|             | - Support community events  
|             | - Contribute to charities  
|             | - Contribute to those in need  
|             | - Contribute to the world wide web in a positive and ethical manner  
|             | - Report inappropriate, disrespectful or hurtful use of digital technologies  
|           | | | | |
Appendix 2 – Teaching matrix of expected behaviours

Appendix 3 – Features of Good Classroom Practice

**Positive Relationships**
- Know students as individuals (acknowledge their strengths and interests)
- Find out about their interests, personalities and friends
- Have high expectations for each student
- Use humour
- Allocate jobs/tasks to generate responsible behaviour
- 6 to 1 positive to corrective interactions in the classroom
- Be clear and assertive with instructions and expectations
- Take an interest in each student and try to refer personally to them
- Treat students with respect
- Learning names quickly and saying hello individually as they enter the classroom
- Apologise when you have made a mistake
- In practical work, make suggestions about how to do things rather than tell them
- Be sensitive to the needs of individual students when studying a text or issue
- Communicate ideas in a positive manner

**Planning & Organisation**
- Plan
  1. Furniture layout, used appropriately to support quality group work
  2. Grouping of students based on behaviour / abilities / teaching needs
  3. Mixed abilities
- Personal behaviour awareness (stance, tone of voice)
- Practice active supervision both in the classroom and on yard duty
- Modelling expected courtesies
- Regular encouragement of good behaviour
- Use the SCHS Teaching & Learning Model and Lesson Plan structure effectively
- Learning Intentions are explicit and success criteria are clear and achievable
- Texts / materials need to be chosen which engage students
- Interesting curriculum content
- Curriculum / materials should tap into world of students
- Activities selected need to sustain students’ interest
- Use excursions, performances, speakers, oral presentation etc
- Need to vary / switch activities (eg reading – copying – viewing)
- Provide students with choices as to how they can demonstrate their learning
- Allow students to develop and direct tasks and topics through negotiated design briefs
- Balance between teacher directed activities and student directed activities
- Teachers need to make use of technology to engage students
- Show students you have a passion for the subject
- Involve all students and allow room for their interests to be developed / acknowledged
- Strive to cater for mixed abilities and learning styles e.g. handouts, demos, visual, talking, board, examples
- Be organised – have more material / activities than you need for a lesson
• Be prepared
• Have a seating plan if needed—minimises students distracting and monitor use of computers
• Give students a checklist summary of work requirements to be completed and the associated time frame

Appendix 4 – Bullying and Cyber-bullying

(a) Bullying
Bullying is when someone, or a group of people, who have more power at the time deliberately upset or hurt another person, their property, reputation or social acceptance on more than one occasion (Safe Schools are Effective Schools, (DEECD).

Bullying can involve such things as:
• Grabbing, aggressive staring, hitting, pinching, kicking, pushing and shoving
• Publicly excluding a person from your group
• Taking or breaking a person's property
• Knocking a person's books or belongings out of their hands or off their desk
• Teasing a person because of their looks

(b) Harassment
Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

Subtle (The most common)
They include:
• Offensive staring and leering
• Unwanted comments about physical appearance and sexual preference
• Racist or smutty comments or jokes
• Questions about another's sexual activity
• Persistent comments about a person's private life or family
• Physical contact eg. Purposely brushing up against another's body
• Offensive name calling

Explicit (obvious)
They include:
• Grabbing, aggressive hitting, pinching and shoving etc.
• Unwelcome patting, touching, embracing
• Repeated requests for dates, especially after refusal
• Offensive gestures, jokes, comments, letters, phone calls or email
• Sexually and / or racially provocative remarks
• Displays of sexually graphic material – pornography
• Requests for sexual favours

Extreme forms of sexual harassment will lead to criminal prosecution.

(c) Cyber-Bullying

Cyber-bullying is a form of bullying that is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings) (Effective Schools are Engaging Schools).

Cyber-bullying can happen to anyone and the bully can act anonymously if they want. People can also be bullied online by groups of people such as class groups or collective members of an online community.

Examples of cyber bullying behaviours are:
• Teasing and being made fun of
• Spreading of rumours online
- Sending unwanted messages
- Defamation
- Threatening

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